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ABSTRACT

Professors in the University of Pittsburgh School of Education were invited by the Venezuelan Ministry of Education to develop a seminar following three general objectives: (1) obtain points of theoretical reference about the evaluation of personnel, curriculum, and institutions, (2) present an overview of principles, problems, and examples of methodologies of evaluation, and (3) apply theory, models, and instruments to the educational situation in Venezuela. These objectives were addressed in 19 sessions where an effort was made to provide an in-depth focus on a limited number of evaluation techniques while providing relevant theoretical coverage. Problems faced included addressing the sessions to the different levels of sophistication of the participants, conducting the sessions in a building with a high noise level and uncomfortable seats, and maintaining seminar continuity for participants with work conflicts. The seminar was generally viewed as a meaningful first step in the training of Venezuelan evaluators. The United States/Venezuela partnership in financing this special program was deemed positive. (BJG)

ED1063222

FINAL REPORT

Seminar

Evaluation of Personnel, Institutions, and Curriculum

Caracas--July 1-31, 1970

Contract no: AID-529-222-T

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PART I

PREPARATIONS

Acknowledgements

From the beginning of discussions to the completion of this report, we have been indebted to a great many people. On campus, specific help came from graduate students in IDEP; Miss Carol Jones, IDEP Secretary; personnel of the fiscal office of the Center for International Studies; and the Book Center. The instructors were released from their normal duties for the seminar thanks to the interest and understanding of Dr. Paul Masoner, Dean of the School of Education, and Dr. John Singleton, Chairman of IDEP. Colleagues in IDEP, UCIS, and the Office of Research and Field Services had to take up the slack caused by four man-months of absence from campus.

In Venezuela similar support was received from personnel of USAID/V and the Ministry of Education. Secretarial and general services staff of USAID/V were extremely helpful during the seminar in last minute translations, production of instructional materials from stencils prepared in Pittsburgh, travel arrangements, etc. Mr. Eldon Stewart, Chief of Human Resource Development was always actively engaged in our behalf and his preparatory arrangements were particularly appreciated.

The Ministry of Education through Dr. Aristóbolo Peña, had prepared for the seminar quite thoroughly. We particularly appreciated the

the support and guidance received from Lic. Francisco Tugues and Lic. Adela Gosen. Miss Gosen served as seminar assistant throughout the month.

For the facilities and ancillary support, we were indebted to Prof. Felipe Medina and his staff at the Instituto de Mejoramiento.

Finally, we greatly appreciated the acceptance we experienced by the seminar participants. Their personal kindnesses and professional support made the seminar an extremely positive experience for us.

Rationale

The SEPIC Workshop on Methods of Educational Evaluation necessitated a great deal of work to plan and carry out. The four University of Pittsburgh professors who participated in this technical-assistance effort have justified their investment of time and effort as follows:

1) The need to respond to a new government's request for expert assistance in implementing a fledgling Control and Evaluation Division in the Ministry of Education. This encouraging organizational innovation holds no little promise for the qualitative improvement of Venezuelan education if evaluation staff can be properly trained and deployed. This we helped to do.

2) As professional students of national development, we are interested not only in professional capacitation, but also in the process of cross-cultural efforts to seek directed change--both qualitative and quantitative--in third-world educational systems. We question, for instance, if the assistance requested is feasible; and

if so, under what conditions? This analysis continues.

3.) A third thread in our rationale is to support our University's efforts to forge fruitful professional and academic links with cognate third-world institutions. This attempt is seen as contributing to 2) above as well as to the potential for collaborative research, professorial collegial relationships and placement of our graduates in consultative and long-term development education positions.

Preliminary Planning

Planning for the evaluation seminar began in November 1969 with Dr. Watson's conversations with EDUPLAN concerning their need for long-term technical assistance in educational-evaluation techniques. Shortly thereafter, most educational-evaluation responsibilities were moved from EDUPLAN--which became Planeamiento, or Planning-- over to the new Dirección de Control y Evaluación.

At their request, Dr. Paulston spent three weeks exploring possibilities for Pitt to help the new evaluation unit train its largely untrained staff. The Dirección requested a month-long workshop in July 1970, and Professor Thomas Hart spent April and May in Caracas helping AID and the MEP plan this undertaking.

Simultaneously, at the University of Pittsburgh, Drs. Paulston, Mauch, Watson, and Drugo began a new IDEP Seminar on evaluating directed-change projects in development education (see attached copy). This experimental seminar met weekly, and with the help of some seven graduate students discussed problems, strategies, and tactics using the proposed SEPIC workshop as an illustrative case

study. Staff and students prepared bibliographic materials, identified relevant data, and saw to the preparation, translation and the like of stencils, duplicated and reproduced materials, etc. With Dr. Hart's return in late May, this IDEP Seminar concentrated almost exclusively on planning the content of the four weekly units. In all, over 120 professorial man hours of workshop preparation took place in the seminar alone.

It now seems likely that this seminar will become a regular course offering and support the activity mentioned under our second general rationale.

Materials

Because materials on educational evaluation played such a crucial role in the workshop, they should receive separate note. AID supplied $600 for books on evaluation, while the University of Pittsburgh spent $500 on evaluation materials in Spanish translation. In addition the IDEP contributed well over $200 of its budget to Xerox costs, and the IDEP staff worked many extra hours on project details.

All of these books and materials are now located in a special library in the offices of Dirección de Control y Evaluación and Ministerio de Educación, a specialized library probably without equal in all of Latin America.

Staff and Participants

Four professors from the University of Pittsburgh spent the month of July in Caracas at the Instituto de Mejoramiento Profesional at Dos Caminos. Drs. Hart and Paulston represented IDEP; Dr. Watson, IDEP and UCIS; and Dr. Mauch, the Office of Research and Field Services. All are Professors in the University of Pittsburgh School of Education.

Consultation on individual evaluation problems and concerns took place during the mornings and after class, which held from 2 p.m. till 5:30 p.m. Staff costs were equally divided between USAID and the Venezuelan Ministry of Education.

The forty workshop participants represented over ten Venezuelan organizations. (See invitation and list attached).

They comprised a heterogenous group that rather soon divided into two sections: the first characterized by expertise and interest in educational evaluation, the second by little or no knowledge of the topic to be covered. With the bi-polar nature of the group determined in the first day or so, it was possible to adapt better our instructional methods, activities and content so as to maximize participation, interaction, and learning. Something of our attempts to this end can be illustrated with a brief review of objectives and activities during each of the seminar's four weekly units.

Before we move on to content, we might first observe that the workshop was suitably inaugurated with wise words--and excellent

champagne--by the Director General of Education, Dr. Pedro Contreras on August 3. Dr. Contreras stressed the need for this seminar and urged all the participants to make the most of this opportunity. He was emphatic in his stress on adapting methods and techniques to Venezuelan reality and problems; the need to develop Venezuelan education by and for Venzuelans.

Preplanning Documents
(See Appendix 1)

1.1 IDEP Seminar

1.2 Invitation to Participating Institutions (SEPIC)

1.3 Proposed Participants (SEPIC)

1.4 List of Instructional Materials Purchased (AID support)

PART II

THE SEMINAR AND RELATED ACTIVITIES

Introduction

The Ministry of Education had developed the following general objectives for the Seminar:

1. Obtain points of theoretical reference about the evaluation of personnel, curriculum, and institutions.
2. Present an overview of principles, problems, and examples of methodologues of evaluation
3. Apply theory, models, and instruments to the educational situation in Venezuela.

Clearly in-depth coverage of evaluation theory, method, and instrumentation was impossible during the nineteen sessions available for the seminar. The instructional staff decided on three broad operational objectives for the conduct of the seminar. They were:

1. To provide only specifically relevant theoretical coverage and give participants the capacity to use a limited number of methods and instruments over a reasonably broad spectrum of evaluation concerns and
2. To leave behind carefully selected ideas and supporting materials calculated to create a long term effect of presence to add to the immediate impact of seminar sessions.

3. To enhance the potential for both immediate and long-term effect by working closely with individuals and small groups with special interests.

Another major concern was frankly pedagogical. The instructors decided upon a generally informal style of presentation and discussion and upon the use of a wide variety of teaching methods. As will be noted in subsequent sections of this report, the methods used included a great deal of small group work on specific topics and problems; role-playing; mini-case studies; short lectures, etc. Too, it was decided to search for and utilize times and places in which the varied talents and information bases of participants could be used as instructional inputs.

We were fortunate that the make-up of the seminar group was such that the instructional task was generally rewarding and that help from the group was always available and cheerfully given.

The seminar was officially opened on July 3 at 4:00 p.m. with charges to the group being made by Professor Pedro Contreras, Director General of Education. (See Appendix 1.1 for Inaugural Program outline).

The first working session began at 2:00 p.m. on July 6 and included, as introduction, a short formal talk (Appendix 1.5) and the following announcements:

1. "The instructional staff is available, as individuals or as a team, to meet with participants each morning and after the seminar session ends at 5:30 p.m. We will meet at the seminar site or in places of work."

2. "Recognizing the heavy work responsibilities of the participants, we will not come to places of work without specific invitation. Please make any invitation specific as to hour, and expected contribution."
3. "Unless otherwise committed to work with participants at other locations, the instructors will be at the seminar site from 10:00 a.m. each morning until the scheduled hour for convening the afternoon session for consultation or conversation about specific and individual concerns."
4. "Please bring any documents, instruments, or statements of tasks which you may wish to be part of the content of the seminar or which you feel would acquaint the instructors with Venezuelan reality as related to evaluation."

In addition our living address and telephone number were given to the participants.

The instructors were introduced to the participants and the seminar began its month of work.

Introductory Documents
(see Appendix 2)

2.1 Programas Para la Inauguración

2.2 SEPIC Programa General

2.3 Planilla de Inscripción

2.4 SEPIC: Participantes del Día

2.5 Introductory Remarks: SEPIC, July 3, 1970

EVALUATION OF EDUCATIONAL PERSONNEL

The Seminar on Evaluation of Personnel, Programs, and Institutions began formal class activities Monday afternoon, July 6, at the Instituto de Mejoramiento Profesional. Average daily attendance this week was 34 participants and the four instructors.

Objectives

1. Presentation and orientation to seminar group of general purposes, plan of work, and questions about the reality of education in Venezuela. This orientation included effective methods to help introduce the instructors to the participants and the participants to each other and the instructors.
2. To present in general terms a point of view about personnel evaluation, actions, problems, potentials, and background information.
3. Develop skill and ability to utilize instruments and techniques for the evaluation of educational personnel.

Since the seminar group was found to be heterogeneous in academic background, experience and professional responsibilities, it was necessary to make the presentations of the first week reach the majority middle level. This brought on some criticism but enabled the instructors to gain a rapport and stimulate interest and verbal exchanges with participants.

Subjects and Topics Covered

Personnel Evaluation

1. Criteria for Selection

   These included a presentation and critical analysis of instuments and procedures developed and to be put into use.

2. Criteria for evaluating teachers in action. Emphasis was placed on classroom performance as the key activity in teaching.

3. The dysfunction of any set of sanctions was stressed. Instead the positive approach through better selection of teachers was presented as a means of upgrading and professionalizing the teacher corps.

Methods and Activities

Methods used during the first week were lectures; socio-drama or role playing in which four participants took teacher-supervisor and peer responsibilities to illustrate good and poor personnel evaluation techniques; work in small groups on assigned topics, and the distributing of bibliographical materials for reading and discussion.

MATERIALS PRODUCED AND DISTRIBUTED
(see Appendix 3)

First Week — Personnel Evaluation

Title	Pages	#Distributed
3.1 Un punto de vista de lo que es supervision--Falk	18	40
3.2 La conferencia individual--Falk	8	40
3.3 Un programa de evaluación--Falk	29	40
3.4 Conferencia de Grupo--Falk	10	40
3.5 La Evaluación y su importancia para el supervisor--Guerra	23	40
3.6 Visitas a las clases: Supervision--Falk	17	40
3.7 Evaluación de Supervision--Falk	21	40
3.8 Dirección y Administración de Personal - Pigors y Myers	33	40

SAMPLES OF GROUP WORK--FIRST WEEK
(see Appendix 4)

Title		Group	Pages	Dist.
4.1.	Criterio de diseño Programa: Evaluación del Sistema de promoción automática por asistencia en 1, 2 y 3 grado de primaria	Control y Evaluación de Pena	1	40
4.2	Creación de la Oficina de Educación de Adultos	Comision de Evaluación	1	40
4.3	Evaluación de un Profesor de Biología--Area Rendimiento en el Aula	#1	1	40
4.4	Evaluación de la actuación del Profesor en el aula	#2	1	40
4.5	Instrumento de Evaluación para un profesor de asignatura	#3	1	40
4.6	Evaluación de un grupo de maestras de primer grado, que enseñan a leer, para seleccionar la que tenga condiciones óptimas para cubrir un cardo de maestra asesora o coordinación	#4	1	40

Outcomes--Expected and Others

One of the important outcomes of this seminar was the noted change in attitude toward evaluation. Feedback from participants through third parties in the Ministry of Education indicated that participants have changed in attitude from resistance and misunderstandings about evaluation, particularly personnel evaluation, to acceptance, understanding and lesser feelings of insecurtiy. This was due, in part, to the opportunity given the participants each week to evaluate the seminar and the staff. The public analysis of these evaluations and the positive attitude of the instructional staff helped to gain the confidence of the participants in the value and use of evaluation procedures.

Group work, in the main, was dedicated, effective, serious, and meaningful. There was a concerted willingness to work and cooperate in producing meaningful results.

An unexpected outcome was that one group, selected by a Ministry representative (as were all the first groupings) turned out to have in it only one man, who tried to dominate the group. This produced some friction and requests for regroupings. The regrouping was accomplished during the second week.

Appraisal

The criticisms voiced and written about level, techniques and content by the participants in their evaluation of the first week of work were valid for the instructional staff. This helped us to meet these criticisms and suggestions by putting more emphasis on content, instruments and methods of evaluation.

A participant who attended most of the sessions described the atmosphere of the seminar-workshop as flexible and relaxed. One difficulty he observed was the diverse backgrounds of the participants. Reactions to specific presentations or materials were highly individualized because of these differences. One exception to this disparity was that most participants felt the meeting place was inadequate and extremely noisy.

Results of formal evaluation are show in the following charting: A scale of 1 to 5 was used with 1 being the most positive response.

Category 1. Methodology of presentation and orientation including plans of work for seminar and questions on the educational realities in Venezuela.

39 responses; median 2.2
Range 1 to 4
Mode 2

Category 2. To present, in general, a point of view on evaluation, problems, potentials and antecedents.

26 responses; median 2.5
Range 1 to 5
Mode 2

Category 3. Develop skills in using techniques and instruments of personnel evaluation.

24 responses; median 2.8
Range 1 to 4
Mode 2 and 4

EVALUATION OF PROGRAMS

Objectives

The second week's work was devoted to helping the participants to

1.) gain knowledge and understanding of what evaluation is and the state of the art;

2.) develop a theory of evaluation under which principles and models could be consistently and systematically applied;

3.) develop and apply various models critically, flexibly, and sensitively to educational programs and the projects in Venezuela.

4.) apply an evaluation system to the work of the second week.

These objectives were specifically focused on evaluation of educational programs and projects of immediate interest and importance to Venezuelan educators.

Objectives in Spanish were passed out, discussed, and agreed upon the first day of the second week.

The staff, in assessing its accomplishments during this first week of work, agreed in most instances that we had accomplished the objectives set. We also agreed that the participants' criticisms were valid and useful to us for the planning of the remaining three weeks of the seminar. Apparently the approach of the first week had been effective in "breaking the ice" and in setting the stage for much less formal presentation than is usual or customary in the Venezuelan environment.

Subjects and Topics Covered

The subjects and topics covered are listed in Appendix 5 under "Segunda Semana: Evaluacion de Programas," dated July 13, 1970.

The many reports and informes distributed and discussed are also listed in the appendix. Generally, information and lecture material were given out in Spanish at the beginning of every new topic, or the night before if the reading required was long.

In the first topic, an attempt was made to develop a theory of evaluation, not as a rubric or pronouncement but as a proposal to be criticized, discussed, and hopefully improved.

The process and utility of a theory was first discussed, then the assumptions necessary to its development. One of the assumptions was a specific definition of evaluation, proposed useful for the purposes of Venezuelan education. The seminar discussed the uses to which the theory could be put and its application to Venezuelan programs. It was pointed out and demonstrated, for example, that different kinds of needs would demand various evaluation procedures.

There was considerable stress placed on the major proposition advanced that evaluation is intended to enhance and make more systematic and precise the decision-making process.

A major task of evaluation was seen as ascertaining the critical areas of concern. The point of view enhanced by the seminar was that the decision maker and not the evaluator determine what will be examined and evaluated. The evaluator's role nevertheless, frequently includes

challenging and stimulating a wider view of evaluation than may originally have been advanced.

The seminar then attempted to show a distinction between the design and uses of evaluation and research, evaluation forms designed to provide the best possible basis for informed judgments and decisions and research designed to explain some phenomenon.

Another task of evaluation discussed was the selection of appropriate data in light of the area to be considered. The task of the evaluator includes the development of instruments.

The task of collecting and analyzing the data will vary with the different problems of the programs being evaluated, and the nature of the particular decision-making context.

Summary data was described as being most useful to the decision-maker when it enables him to make sound decisions about alternative courses of action. This is the very essence and purpose of the whole evaluation process.

A second theme was the presentation and examination of the CEPP model. This explanation is contained in the Appendix. It is based on the assumption that to truly evaluate a program or project one has to know both the context in which the program started and operates, and the "inputs" made to get the program started; or in the case of proposed programs, the resources, proposed strategies, designs and objectives of each viable alternative. The end product of such input evaluation is an analysis of alternative procedural designs in terms of potential

costs and benefits.

Once a designed course of action has been approved or has started, "process" evaluation is needed to provide periodic feedback to the management. The purpose of process evaluation is to detect during the operation of a program or project defects in the design, management or even objectives of the operation. The record of process information can also be used later for interpreting project outcomes.

Considerable discussion of product evaluation is the end of the program-evaluation cycle used to determine the effectiveness of the program or project after it has been run full cycle. Its purpose is to measure and interpret outcomes in light of the context, inputs and processes of the project of the program. The value of the end product has to be related to the objectives stated originally or as modified.

On the second day the CEPP model application was described in terms of an actual program currently being evaluated in Pittsburgh--the Teacher Corps at the University of Pittsburgh. See Appendix 5--"Diseño de Evaluación del Cuerpo Docente, Modelo CIPP." This application went through each step systematically marking the objective of each step, the methods of analyzing the model at each step, and the instrumentalization. A list of variables to be examined with the instrumentation was also distributed.

Methods and Activities Used

The first day and a half were largely devoted to discussions and questions. After analyzing the effectiveness of the methodology in terms of Venezuelan educational programs and projects, many problems were aired. The participants were the helped to modify and augment the application of the model to their own needs.

Following the opening theoretical development and application, participants were divided into four groups and requested to choose an educational program of interest and currency to them, then try to apply the model to determime its usefulness. The groups worked separately after presentation of each model, often raising questions about the manner of applying the model, or modifying it so it could be applied. The results of their work can be seen in Appendix 6. The groups produced applications which were then mimeographed and critiqued. These critiques resulted in a deeper understanding of the uses and limitations of the models, and the difficulty of applying the models where extensive instrumentation is needed.

Other key activities during the second week included (1) a discussion of evaluation study design, principles and processes, (2) a description and application of the Discrepancy Evaluation Model, and (3) extensive group work on the current status and problems of evaluative research in Venezuela.

Outcomes

The participants demonstrated their understanding and knowledge of the evaluation process presented by sharp questioning of specific items and criticism of some of the bases or assumptions. For example, debate arose over the position of the instructors, i.e. evaluation exists to help decision-makers make better decisions, not because someone needs to know or is interested in explaining some phenomenon in the absence of any immediate decision-making purpose.

As a result of the discussion, a summary was prepared listing a number of uses which evaluation would serve (See Appendix, "Algunos Puntos Claves de la Educación.")

Another outcome, hoped for and evidenced, was the ability of participants to apply the model on their own when the seminar dealt with different topics during the third and fourth weeks.

The participants also wished to develop the instrumentation phase, and in much of their work the instrumentation was quite sophisticated. (See Appendix 5).

Participants also asked for selected references of the CEPP and discrepancy models in order to be able to gain a degree of broader understanding of the model for their own use and understanding after the seminar. This list of references is also appended, dated July 16, 1970.

A loose-leaf binder of some common evaluation instruments and their use was prepared and reviewed by participants. Members of the seminar also brought instruments of their own and shared them with the teaching

staff for review and comment.

One of the most encouraging outcomes was the critical attempt by participants to evaluate the usefulness of the concepts and models to their own current work. Several of the units of the Ministry shared their own current evaluation projects with the staff and exchanged ideas as to the possibility of improving their work by applying the models and improving their utility by exposing them to the light or reality. Equally encouraging was the high degree of cooperation and fruitful collaboration in the group working sessions that combined members of various departments of the MED, of universities and pedagogicos, and educational organizations.

Appraisal

Instructor appraisal was positive, primarily because of the ability of the participants to apply, evaluate, and critically examine the usefulness of the theory and models under varying conditions.

Not all students, however, gave evidence of understanding the usefulness of the models, whether due to a lack of effective and appropriate instruction or a lack of participant interest in the specific subject matter of program and project evaluation.

The participants themselves rated the utility of the week's work using the week's objectives as standards. (See Appendix 5.)

The first two evaluations concerned the utility of the CEPP and Discrepancy Models. An analysis, presented to the participants,

consisted of the following:

1. How well did you understand the model?

	Mean	Perfectly	Very Well	Well	OK	Not at all
CEPP N=15	3.33	2	3	8	2	
Discrepancy N=20	3.25	1	4	14	1	

2. To what extent do you consider the model useful?

	Mean	Perfectly	Very Well	Well	OK	Not at all
CEPP N=15	3.80	1	10	4		
Discrepancy N=20	3.45	1	7	12		

3. Have you thought of ways to apply the model in your work? Please give examples.

   14 out of 15 gave examples with regard to the CEPP model.

   19 out of 20 replied with examples in regard to the discrepancy model.

4. You may have used the same or similar models in your work before attending the Seminar. From your experience, would you be able to suggest modifications or improvements in the models presented? Please put down your suggestions.

   With regard to the CEPP model, 9 out of 15 made suggestions.

   With regard to the discrepancy model 11 out of 20 made suggestions.

One possible conclusion is that the participants were more positive toward the utility of the models than toward their feeling of understanding the model. This was supported by their ability to give

examples of how one or another of the models could be used in their work.

The participants also demonstrated an ability to apply the models to new situations later in the course in such a way as to suggest that they were perhaps overly modest in assessment of their understanding.

Another factor may be the fact that the evaluation of the understanding of the models was requested immediately after the instruction. It may be that after additional practice in application, participants become more self-confident in their ability to use the models and more experienced at critically appraising them.

The second weekly evaluation by participants of the degree to which the week's instructional objectives were achieved tends to confirm this view.

MATERIALS PRODUCED AND DISTRIBUTED--SECOND WEEK

(See Appendix 5)

Title	Pages	Distributed
5.1 Desarrollo de una teoría de Evaluación-Mauch	8	40
5.2 Variables para una evaluación-Mauch	4	40
5.3 Algunos puntos claves de la Evaluación-Mauch	1	40
5.4 Aproximaciones a un estudio evaluativo: una revisión-F.G. Caro	8	40
5.5 Fallas en la evaluación educacional-E.G. Guba	20	40
5.6 Evaluadores Educacionales: Un modelo para el Desarrollo de Tareas Orientadas a la la posición-- Rice, Buser, y Ellis	9	40
5.7 Selected References on CEPP Model	1	40

LIST OF INSTRUMENTS USED AS EXAMPLES IN SEPIC SEMINAR

1. Identified Teacher Corps Objective
2. Your teacher
3. My class
4. My school
5. Questionnaire on Attitudes of New Teachers toward children
6. Minnesota Teacher Attitude Inventory
7. Principal Interview
8. Teacher-intern follow-up analysis
9. Intern Assessment of Sensitivity training
10. Follow-up questionnaire on dropouts from Teacher-Intern Program.
11. Teacher-behavior Record
12. Instructor Rating Form
13. Instructional Consultant Checklist
14. Intern interviews--attitudes and school relationships

EVALUATION OF INSTITUTIONS

Objectives

The third week was devoted to some ideas related to the evaluation of institutions. Stated objectives for the week shortened by a Friday holiday were:

1. To present a point of view about the importance of evaluative study of institutions as institutions and as general social forces, and to stimulate a critique of that viewpoint.
2. To suggest approaches to study of institutions as social organizations with emphasis at administrative levels, and
3. To work with various schemes which contribute to institutional evaluation.

Subjects and Topics Covered

The majority of the seminar participants appeared to perceive institutional evaluation as essentially the same as program evaluation with the final test of effectiveness being the institutional product. In order to focus on the institution qua institution, considerable effort was made to separate it from its parts and from its product.

For instance, the group was asked to consider students as being included in "personnel" as long as they are enrolled in school. This helped to emphasize the students' role in the processes of institutional life and the fulfillment of its mission.

It was argued, too, that graduates or drop-outs were not the sole products of the educational enterprize. The schools, as institutions,

produce social pressures, influence fiscal policy, demand and use human resources, etc. Too, schools have internal rationales and they cause personal and interpersonal behaviors, establish educational goals and alter goals stated at other levels.

The institution, then, is established to perform certain functions in society. It will certainly become a force on its own and in its own interest. It therefore must be understood and evaluated in the light of its effectiveness as an institution in terms of how it goes about its work.

Since administration is key to institutional maintenance and change, its behavior, its decision-making processes and its efficiency must be evaluated.

Priorities in a system of educational evaluation were suggested--largely related to the kinds of data needed. A schematic presentation "Contexto General de Una Institución Educativa" was made (see Figure 1) and lectures and discussions used that schematic as a base early in the week.

For purposes of consistency, participants were asked to view the institution as " an organization of people, recognized as a positive force by the society; with objectives generally understood; with tradition and a future; and which can be identified as a place." We, then, were concerned with a school, a university, or a Ministry unit.

A typical process of institutional evaluation, that of an accrediting agency, was presented. This presentation emphasized the utility of the process in inducing change and effecting improvement. This was seen

as the greatest value of evaluation the process utilized. Further emphasis was placed upon breadth of participation in the process. Venezuelan examples of self-evaluations were presented by participants.

Because of the importance of institutional decision-making and the administrator's critical role, a way to study the decision-making process was presented. This then became a part of presentation and discussion around a second schematic; "Esquema de Recolección de Datos Sobre Espectativas del Administrador Educativo y Congruencia con Programas de Preparación," (Figure 2). The schematic emphasized the need to evaluate a series of functions based upon a clear statement of expectations regarding tasks, leadership style, needed skills, and decision-making.

Methods and Activities

Once the basic concepts were presented, relatively little time was spent in lectures. Presentations of Venezuelan examples of self-evaluation were reported by participants representing a pedagogical institute, and a university. Various group tasks were assigned and carried out (see Appendix 8). Presentations were informal and were frequently enriched by general discussion.

Outcomes

The participants were active throughout the week--both as producers of group work and as critics of ideas and schematics presented. Some

discomfort was apparent at first with the concept of institutional evaluation as presented but they clearly understood the concept and expressed interest in its application. They were clearly unused to the idea of systematic evaluation of administrators.

The idea of self-evaluation found most favor among the group, some of whom had experience in such projects. Presentations dealing with that kind of approach were particularly interesting to participants, and group projects showed that they had basic understandings of the process.

There was great demand for materials related to institutional evaluation and much out-of-class discussion with the staff.

Again, as in the previous two weeks, the value of representation from a variety of institutions was evident. A great deal of teaching was done by the more experienced participants.

Appraisal

The participants were positive in their formal evaluation of the week's work. Then judgments related to the degree to which objectives were met were recorded on the following scale:

1	2	3	4	5
Perfectly	Very Well	Well	Slightly	Not at all

A compilation of responses showed the following means:

Objective	1	Mean	2.0
	2		2.0
	3		2.53

Comments showed tremendous interest in the week's theme but decried the amount of time available for application of the ideas presented, especially regarding self-evaluation models.

The instructional staff supports the criticism. Much of the rationale for ideas presented could not be presented and, therefore, only an insecure base for implementation could be left behind.

FIGURE 1

CONTEXTO GENERAL DE UNA INSTITUCION

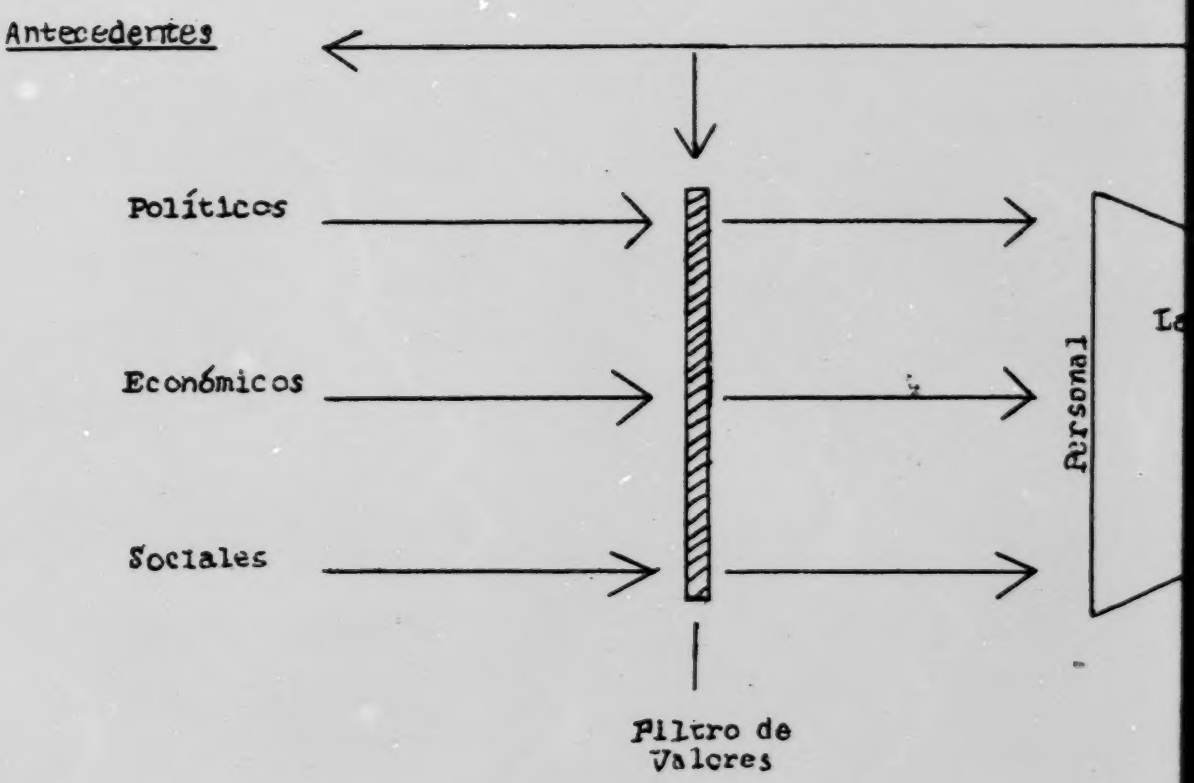

FIGURE 1

ENERAL DE UNA INSTITUCION EDUCATIVA

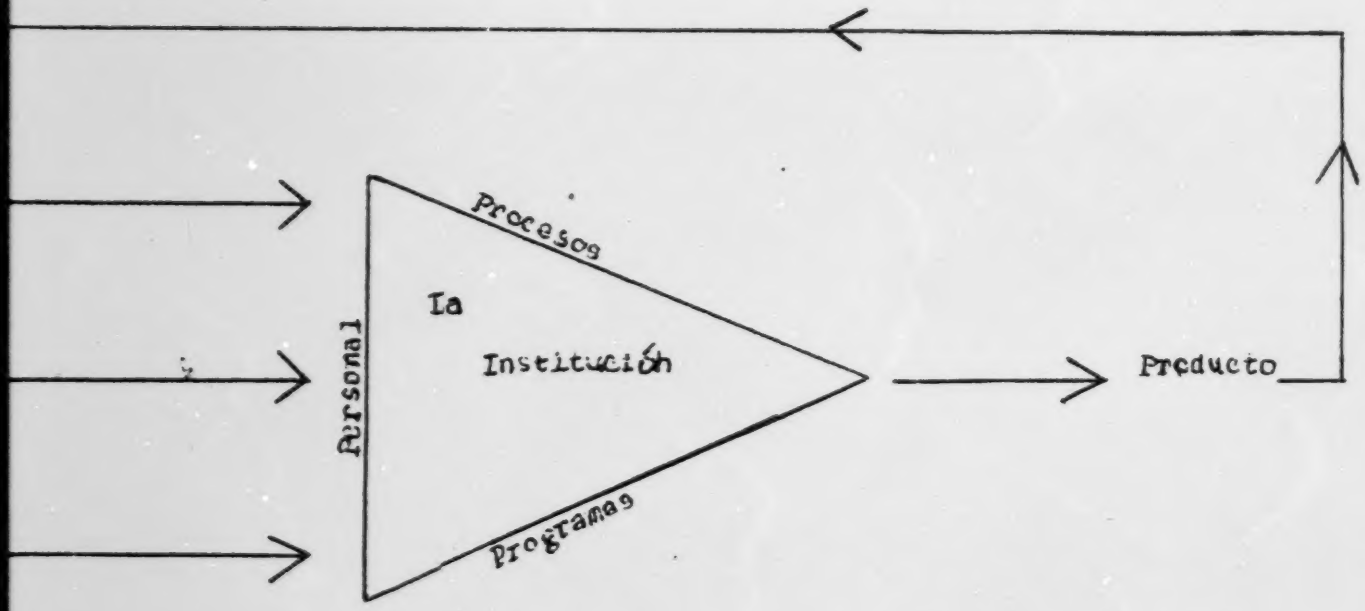

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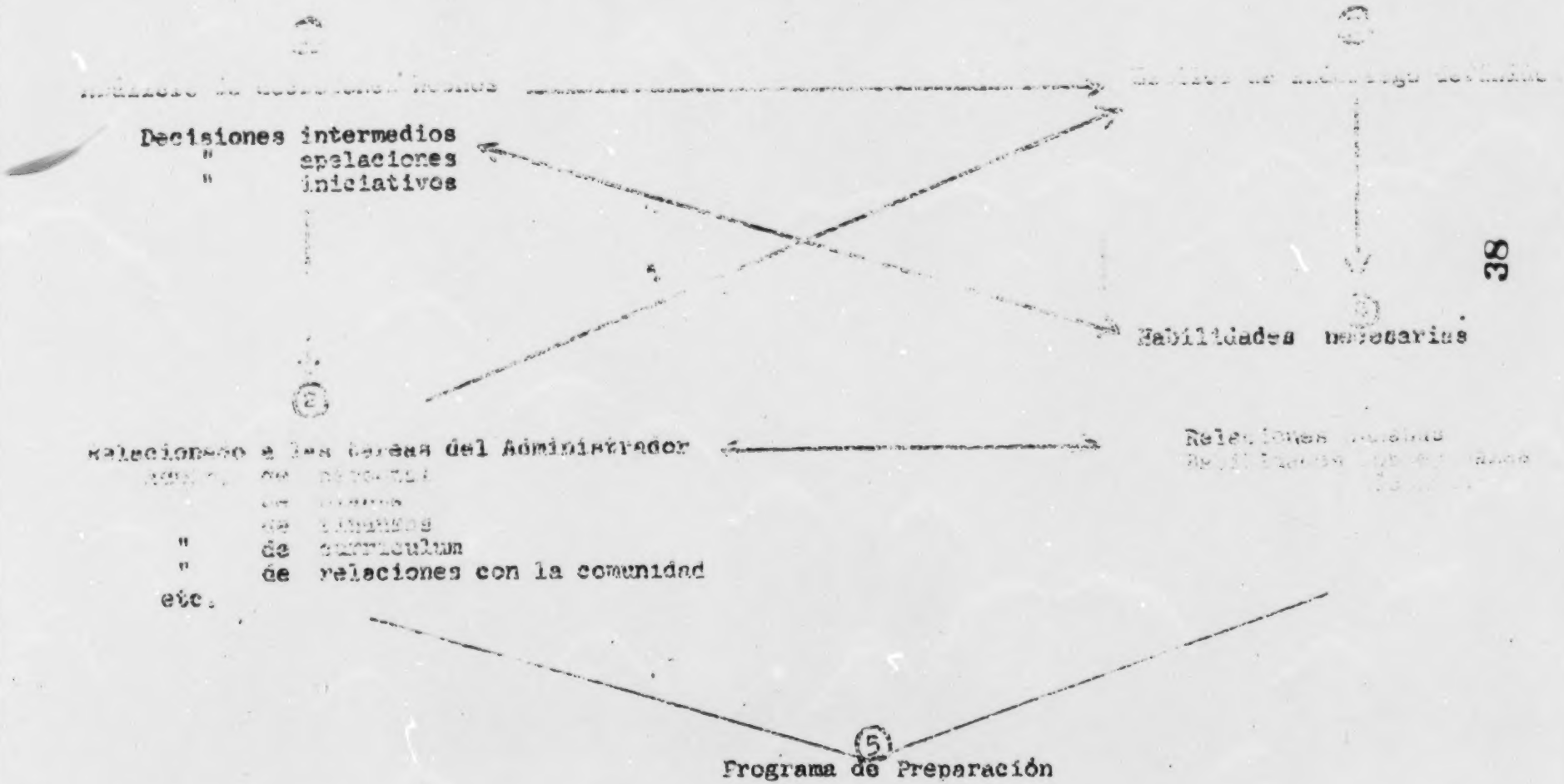
Figure 2

ESQUEMA DE RECOLECCION DE DATOS SOBRE ESPECTATIVAS DEL ADMINISTRADOR EDUCATIVO Y CONGRUENCIA CON PROGRAMAS DE PREPARACION



THIRD WEEK - SAMPLES OF GROUP WORK

(See Appendix 8)

Title		Group	Pgs.	Dist.
8.1	Application of Self-Evaluation Model	4	1	40
	Application of Self-Evaluation Model	2	1	40
8.2	Comisión Nacional de Evaluación de Eduplan		3	40
8.3	Instituto Pedagógico (Caracas) Self-evaluation documents		4	40

OVERVIEW

Objectives

It was planned to devote the final week of the seminar to the following objectives:

1. Make specific applications, using previous week.
2. Review principles and concepts presented.
3. Evaluate the seminar with respect to:
   a. Utility of content
   b. Effectiveness of Instruction
   c. Individual understanding

Subjects and Topics Covered

An attempt was made to show the interrelationship of the various models presented in each of the three categories of evaluation effort discussed: personnel, program, and institutional. In general, self-evaluation (institutional) was used as the vehicle.

Each model presented was reviewed briefly and attempts were made to clear up recognizable misconceptions.

The only new substance for the week was a description of the Delphi Technique and its potential as a tool in establishing goals and evaluating processes and products.

Methods and Activities

The participants continued to serve as informants and present applications to the group. At the request of the participants, small group

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CHAIRMAN, IDEP

PROGRAM ADVISOR, IDEP

Pittsburgh, Pennsylvania

Date _____

41

activities were curtailed and there was more discussion time as a "committee of the whole."

We attempted use of incident and case study technique in relation to administrative problems in schools.

A major and most delightful activity was arranged by the participants for the instructors and other guests on Thursday evening of the final week. A dinner party was held at a club situated high above Caracas. The food, view and excellence of the company were all much appreciated by all of us. It was really quite an elaborate evening's entertainment; very warm, human, and on occasion hilarious.

On Friday the closing ceremonies were held with Prof. Aristóbolo Peña making a few highly pertinent remarks and presiding over the distribution of certificates to 40 participants. (See attached sample). At the same time a bottle of Venezuelan rum and a record of Creole music was presented to each of the four instructors.

Outcomes and Appraisal

No formal comments were requested from the participants about objectives for the week. We expected that the group would focus on a few items with which they wanted more intimate acquaintance. This did not take place. Too, we expected them to be interested in specific efforts to apply certain models. Only a few appeared to be so inclined.

The group preferred to remain together for dicussion purposes.

The major problem during the last week was pure fatigue. All participants had been carrying a full work load as well as working in

the seminar. By the middle of the last week, there was much more interest in planning the party on Thursday night than in new material or application of old. This was perfectly understandable and resulted in the above mentioned excellent party.

The social emphasis of the latter part of week four had, it seemed to us a very positive result. The group expressed interest in maintaining a working liaison and the development of joint efforts of evaluation. Some of the less sophisticated professionals became well acquainted with colleagues who can be very helpful to them as time goes by.

That emphasis, too, demonstrated an ease and confidence in relationship to the instructors which was highly gratifying. It demonstrated, to our view, that our informal approaches to teaching were not only acceptable but approved.

The results of evaluation fo the entire seminar will be found in a later section of the report under "Final Appraisal."

Activities Related to SEPIC

During the course of the Seminar, we made ourselves available to individual or groups among the participants as consultants. We were invited, as a group, to consult with three different elements of the Ministry of Education. As individuals, a total of twenty-one consultations were held related to specific problems of evaluation, advising participants on plans for advanced academic study, and discussions about other programs needed or potential follow-up of SEPIC.

One or more of the instructors made visits of an informal nature

to several of the entities represented among participants.

Upon returning to campus, we have followed-up on many requests for information by potential future students from among participants.

Final Appraisal

Formal evaluation by participants included response to two separate instruments. The first was an attempt to arrive at participant perceptions of "before and after" competence and confidence in the field of evaluation. The questionnaire was administered during the first week of the seminar and again on the last day.

They were asked to answer the following questions on a scale of 5 with 1 being the most positive response:

1. ¿Qué conocimientos posee usted sobre la teoría, la práctica y los problemas de la evaluación de programas educativos?
2. ¿Qué habilidad posee usted para planear y llevar a cabo la evaluación de programas educativos?
3. ¿Qué grado de confianza tiene usted en mejorar su habilidad para evaluar programas educativos?

The following is a charting of results:

Question 1 -	First response	Mean 3.00	32 respondents
	Final response	Mean 2.23	26 respondents
Question 2 -	First response	Mean 2.96	32 respondents
	Final response	Mean 2.23	26 respondents
Question 3 -	First response	Mean 1.72	32 respondents
	Final response	Mean 1.27	26 respondents

Participants, as a group, reported substantial growth. Individually, 21 reported improvement in Question 1;19 in Question 2; and 10 in Question 3. One participant reported a negative result for himself on all three questions. Curiously, he also reported a loss of confidence in his ability to improve as an evaluator.

The second evaluation was made on the final day of the seminar. Participants were asked to evaluate the degree to which we had reached the three major objectives of the seminar. Further, they were requested to make responses on three dimensions: content, instruction, and personal knowledge. The following charting shows the results:

Objectivos	Perfectamente / Utilidad del Contenido	Muy Bien / Efectividad de Instit.	Bien Poco Nada / Ayuda de Conocimiento Personal	Totals
1. Obtener marco de referencia sobre la evaluación de personal, curriculum, y instit.	Mean 1.90 Range 1-3 Mode 2	Mean 2.43 Range 1-4 Mode 2	Mean 2.21 Range 1-4 Mode 2	Objective 1 results Mean 2.18 Range 1-4 Mode 2
2. Presentar una visión de principios, problemas y ejemplos de metodologías de la evaluación	Mean 1.75 Range 1-3 Mode 1	Mean 2.41 Range 1-4 Mode 2	Mean 2.07 Range 1-4 Mode 2	Objective 2 results Mean 2.04 Range 1-4 Mode 2
3. Aplicar teoría, modelos, e instrumentos a la situación educativa Venezolana	Mean 2.07 Range 1-4 Mode 1	Mean 2.65 Range 1-4 Modes 2&3	Mean 2.14 Range 1-4 Modes 1,2,&3	Objectives 3 results Mean 2.29 Range 1-4 Mode 3
TOTALS	Content results Mean 1.90 Range 1-4 Mode 2	Instruction results Mean 2.49 Range 1-4 Mode 2	Personal Knowledge results Mean 2.14 Range 1-4 Mode 2	

Consistently, the analysis shows that the content of the seminar was considered to have clear utility to the participants and that it contributed substantially to their knowledge. Responses were heavily on the positive side with the only reluctance showing up in relation to Objective 3; referring to application to the Venezuelan situation.

Our experience is that participant evaluative responses, particularly when participants are experienced professionals, as these were, have a tendency to cluster around the midpoint on the evaluative scale. Thus, we fully expected that means would fall between 2.75 and 3.25 and modes would at 3. We were most gratified at receiving responses at a much more positive level.

The final evaluation instrument also contained open-ended questions. In responding to those questions, participants made many suggestions for follow-up activities. They clearly saw SEPIC as a preliminary step to the development of a cadre of people well prepared in evaluation methods and techniques.

Participants were virtually unanimous in making suggestions related to the following:

1. The continuation of seminars on evaluation--they wished for programs which operate at different levels of sophistication and in different evaluation categories; a regularized schedule of special programs; conduct of programs in schools.
2. Maintaining the participants as a group--they expressed a desire to maintain contact with other participants; to be used by their employers in evaluative activities; to be used as a group in

evaluation policy development; to be permitted to conduct information sessions with teachers; to develop models specific to Venezuela's needs; and to be permitted to influence preconditions required for a systematic program of evaluation.

3. The need for centralized coordination and policy--they felt the need for a defined policy on evaluation; to coordinate evaluation efforts in different elements of the Ministry; to develop and maintain a documentation center on evaluation; and to have a 2-day meeting of directors and participants to make basic decisions.

In addition, comments included suggestions about seminar management such as: "should be shorter and more concentrated."; "a quieter, more secluded site should be chosen," etc.

In general, then, the seminar was seen as relevant, well conducted, and personally fruitful. It was considered as only a beginning and there was much interest in continued effort. There appeared to be rather general dissatisfaction with current coordination of evaluation programs and with the state of the art in Venezuela.

One of the best bits of evidence of the reception of the seminar by participants was the average daily attendance of nearly 30 people.

PART III

CONCLUSIONS AND RECOMMENDATIONS

In this section of the report, the instructors of SEPIC will present their own views about the seminar and about reasonable next steps.

Management

We were impressed by the degree to which the seminar was well organized, prepared for, and supported. The coordination between the Ministry of Education and USAID/Venezuela was good as were preliminary documentation and orientation. In our considerable experience with such programs, SEPIC presented fewer problems, less confusion, and more enjoyment than any previous experience.

Our major criticism is related to the locale. We are convinced that the space occupied was the best available at the Instituto de Mejoramiento Profesional and certainly the aid given us by its director and his staff was superb. However, the noise level was very disconcerting to instructors and participants and the long hours in uncomfortable seats must have been nearly intolerable.

The assistance we received in producing additional materials and in translations was excellent. Most of all, we appreciated the cordiality apparent on all sides.

Participants

The participants were, without exception, the kindest people one could imagine. They accepted our informality and our frequent language atrocities with patience and good humor. They were helpful with their suggestions and generous with their teaching talents. They actively participated in discussions, worked hard in small groups and generally impressed us with their dedication and competence.

In terms of preparation for such a seminar, the range among participants was great. This heterogeneity forced us to alter certain of our approaches and helped create periods of boredom for some and incomprehension for others.

Too, the group represented a variety of entities. It was difficult to adapt our presentation and concepts to Venezuelan situations because there were several views of reality. All this made us less helpful in applications to specific needs than we had hoped to be. Theoretically, we could have served that purpose by other consultations but participants, having to maintain their work, could not invite us for those consultations often enough.

Several participants, because of their work load were often unable to attend enough consecutive sessions to receive a cumulative effect. They, then, received only bits and pieces of some content-- a discouraging thing to happen in the learning process.

We should point out that the representation of various entities in such a program has some positive aspects. It tends to break down departmentalized secularism and to give participants an acquaintance

with individuals who may be useful as consultants to their particular interests.

Seminar Content and Method

SEPIC was scheduled for far too short a time to adequately cover the range of topics scheduled and for too long a time to assure constant attendance of individual participants. The content for such programs should be more focused and for shorter periods.

We felt that our presentations were pitched at a lower level of sophistication than would have been desirable for the benefit of evaluation in Venezuela. Given the heterogenious nature of the group and the time limitations we do not, even in retrospect, know what we would do differently if we could start again.

We should have had more problems specific to Venezuela to analyze and develop but, again, timing and the participant mix made that impossible.

Our approach to teaching and the variety of techniques employed appeared to be acceptable to the participants.

Instructional Staffing

There are some difficulties in providing instructors such as ourselves, to seminars like SEPIC. It is rare that an institution can release senior professors (four of them) to participate in programs off campus for a month. We are all heavily committed on campus and our absence results in considerable disruption of classes, graduate student

advising, etc. It is much easier to be available for one or two weeks or for a full term. Even in the case of a one-term absence professional dislocations exist and personal dislocations are magnified.

We feel that instructional teams could include, without harm to programs to be conducted, perhaps fewer senior professors and more advanced graduate students in appropriate fields. Quite frankly, the senior professor is often a very self-centered person. He has his specializations and his commitments and he is interested in furthering those considerations. All of us are committed to international development work but we can afford only on occasion to participate in essentially teaching activities abroad.

On the other hand, advanced graduate students are often eager to participate, are excellently prepared substantively, and are interested in the accumulation of experience already held by senior professors.

RECOMMENDATIONS

In general, we are in accord with the Government of Venezuela's interests and efforts toward the capacitation of its professionals. We hope that our recommendations will be helpful, not only in terms of next steps in the field of evaluation, but in planning the whole range of anticipated activities. We shall, even with that hope in mind, confine our specific suggestions to new efforts in evaluation programs.

Training of Evaluators

We recommend that:

1. Specific efforts be continued to prepare a large number of professionals to conduct evaluation programs
2. Selected participants from SEPIC be made into a cadre to organize and plan introductory in-service programs for teachers and school administrators.
3. Competence in evaluation techniques be viewed as ancillary to other professional capabilities and not as a strict specialization.
4. Selected personnel be provided becas for advanced study in teacher education, student personnel services, school administration, counseling and guidance, and curriculum with strong emphasis on data collection and evaluation techniques.

Training Approaches

We recommend that:

1. A regularized schedule of seminars be planned over as extended a period of time as possible with both introductory and advanced levels represented.
2. Seminars operate for not more than two weeks and concern themselves with a single theme (i.e., personnel or institutions or program)

3. Participants be grouped according to level of sophistication to the degree possible and representative of a variety of entities.
4. If at all possible, participants be released from regular tasks and committed full-time to seminar study with time for field applications of new skills.
5. Seminars be supplemented by advanced formal study for selected individuals including "internship" arrangements with such agencies as learning research laboratories, research components of public schools, school study councils, curriculum centers, state departments of of education, accrediting agencies, etc.
6. Seminars be staffed by Venezuelans and visitors with visiting teams made up of one senior professor and needed numbers of advanced graduate students of appropriate preparation.
7. The specific problems of any one entity be attacked by employing a consultant to work directly with the entity staff on the job rather than in a formal seminar.
8. A continuing liaison (a person) be developed to relate concerns about evaluation in the Ministry of Education to the staff resources of the University of Pittsburgh (and/or others) to plan training activities, and to coordinate evaluation efforts.

9. Once a continuing program of evaluation in any category is underway, a consultant be employed to work with the staff over a period of one or two years, utilizing a series of short term visits coinciding with various program stages: planning, data collection (instrumentation), data analysis, and implementing policy changes shown to be needed as a result of the evaluation.

We feel that the US/Venezuela partnership in financing special programs such as SEPIC is a very positive force and hope that it will continue indefinitely. These partners may wish to consider the possibility of creating a finance pool and a service contract arrangement with the University of Pittsburgh. We recognize the reluctance of AID to enter into institutional contracts but feel that a systematic second look should be taken. A contract would assure Venezuela of service of the kinds and at times needed and allow the University to plan its contributions over an extended time period. The University as well as individual professors would be committed to the effort.

We wish to again express our interest in a close and continuing association with education in Venezuela. We hope that SEPIC was valuable to participants and to the purpose of the Ministry of Education.